


المادة : لغة إنكليزية الشهادة : الثانوية العامة الفرع : آداب وإنسانيات نموذج : رقم 2018/1 المدة : ثلاث ساعات	الهيئة الأكاديمية المشتركة قسم: اللغة الإنكليزية وآدابها	 المركز التربوي للبحوث والآراء
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نموذج مسابقة (يراعي تعليق الدروس والتوصيف المعدل للعام الدراسي 2016-2017 وحتى صدور المناهج المطورة)

Part One: Reading Comprehension

(Score: 42/70)

Read the selection below about women's leadership roles and then answer the questions that follow.

Women's Representation in Leadership Roles

1 Women have increasingly moved toward greater gender equality at home and in the workplace. Changes in gender roles and lifestyles have occurred with men now sharing more in household chores and childrearing. In addition, social rules of etiquette and gender roles are now more flexible and **equity** within the marital relationship more common. Many women now work outside the home; in the U.S., they comprise forty-six percent of the work force. Although so much has changed, there is much more that has not.

2 One of those areas that have not witnessed change is women's representation in leadership roles. The truth is that women are still underrepresented in leadership roles in corporations, institutions of higher education and the political sector. In the U.S., women now make up twenty three percent of American Chief Executive Officers (CEOs). Few women reach the top in higher education although women increasingly enter the ranks of academia. A total of 453 women, representing only sixteen percent of all presidents, now head U.S. colleges and universities.

3 In studying the difference between men and women and how they lead, scholars face many difficulties. Theories of leadership are typically neutral or absent in their attention to gender as if —a leader is a leader. On the other hand, studies on leadership typically ignore gender differences or mostly study white men. Popular knowledge and women's self-reports often identify distinct leadership styles and characteristics associated with gender while practical studies on gender and leadership often show that the behavior of men and women leaders seems more alike than different when occupying the same leadership positions. Why is it then that the strength of these perceptions persists?

4 We often perceive traits associated with leaders that may not have much to do with effective leadership; these characteristics are often embraced by leaders themselves. Terms like: he looks like a leader; he is presidential; he is charismatic and visionary, are all terms used to define leaders. These often capture what followers want in their leader—which, in turn, is shaped by stereotypical ideas of leadership which reflect socially assigned and conventional gender roles. All of these factors **impact** the popular understanding of leadership.

5 However, these characteristics of leaders actually have little to do with effectiveness. Given that white males have typically occupied leadership positions, common descriptions of leader

effectiveness often **favor** male characteristics of height, white, and masculinity. Women are also evaluated more negatively compared to men even when performing the same leadership behaviors.

6 Today's higher education is directly influenced by the rapidly changing and diverse global society and faces challenges in how to prepare and educate students today to be the leaders of tomorrow. Higher education can be efficient in shaping perceptions about men and women leadership. It is well positioned to link the local and the global, and this gives it considerable influence over the change process in any society and enhances its potential to contribute to social development and women's leadership.

7 In the end, there are many team players who can effectively redirect the **perceptions** of leadership towards more gender equality. Hopefully higher education together with the shifting attitudes that the global society is experiencing today can bring about positive change. It is also an achievable goal that women themselves need to persistently pursue. Alice Eagly, author of *Sex Differences in Social Behavior*, describes the pathway to leadership today for women as no longer a glass ceiling where there is no access; rather it is a maze where it is possible for women to navigate through and find their way. This suggests the emergence of multiple models of leadership, and recognition that a woman leader might do it differently. Navigating the maze will be easier when women examine their strengths and the advantages they bring.

Questions:

A- Answer the following questions in 1-3 sentences using your own words.

- 1- Based on paragraph 1, how have gender roles changed? **(Score: 03)**
- 2- According to paragraph 3, what obstacles do scholars face in studying gender differences in leadership roles? **(Score: 03)**
- 3- According to the writer in paragraph 4, what is the problem with the popular understanding of leadership characteristics? **(Score: 03)**
- 4- Based on paragraph 6, what conclusion can be drawn about higher education and leadership? **(Score: 04)**
- 5- Based on the indicated paragraphs, what does each of the following underlined words refer to? **(Score:03)**
a- These (Paragraph 4) b- this (Paragraph 6) c- its (Paragraph 6)

B-

- 1- What type of support does the writer use in paragraph 2 concerning women's representation in leadership roles? **(Score: 03)**
- 2- How can you best describe the writer's tone in paragraph 7? Justify your answer. **(Score: 04)**
- 3- What three types of audience might be interested in reading this selection? State the interest of each. **(Score: 03)**

C- The following is a poor version of a one-sentence summary of paragraph 5. Rewrite it correctly. **(Score: 04)**

Poor version: Descriptions of leader effectiveness often favor the masculinity characteristics of males.

D- The following sentences are false for they misinterpret what is stated or implied in the selection. Rewrite each correctly. **(Score: 04)**

- 1- Terms such as leader, presidential, charismatic and visionary are used to define effective leadership.
- 2- In the U.S., women represent twenty six percent of presidential posts in higher education.

E- The reading selection has seven paragraphs (1→7). Each of the following extracts (A and B) is the correct part that completes ONE paragraph in the selection. Read extracts A and B carefully and then choose from paragraph (1→7) the one that correctly fits with each extract. **(Score: 04)**

Extract A- *Eagl & Carli, authors of “Through the labyrinth: The truth about how women become leaders observe” that there is also bias against women leaders in evaluation of their effectiveness and expectations of their leadership behavior.*

Extract B- *The goals of higher education today must enable and encourage faculty, students and administrators to make a change, to effectively enhance student learning, and to empower students to become agents of positive social change in the larger society.*

F- Use contextual clues to give the meaning of the bold-typed words in the selection. **(Score: 04)**

- 1- equity (Paragraph 1)
- 2- impact (Paragraph 4)
- 3- favor (Paragraph 5)
- 4- perceptions (Paragraph 7)

Part Two: Writing

Choose ONE of the following prompts:

(Score: 28/70)

Prompt (A): Read the following statement from an article about women empowerment.

Empowering women to participate fully in economic life across all sectors is essential to build stronger economies, achieve internationally agreed goals for development and sustainability, and improve the quality of life for women, men, families and communities.

Write an essay in which you explain the above statement. As you develop your essay, refer to the measures a government can take to empower women professionally and how this empowerment would contribute to the development of social communities.


In your essay, provide a thesis statement in the introduction, a topic sentence in each body paragraph and support the main idea with relevant, specific and adequate details. Give examples drawn from your reading, experience or observation. Your essay should be between 400-500 words with an appropriate title. Revise and proofread your essay.

Prompt (B): Read the following viewpoint from a reflection on leadership.

The difference between a successful person and a leader is not a lack of strength or lack of knowledge. It is a lack of will.

Write an argumentative essay in which you argue *for* or *against* the above statement. As you develop your essay, support your position by drawing on logical reasoning and experience. In your supporting paragraphs provide relevant, specific, and adequate evidence and examples from your reading, experience or observation. Your essay should be between 400-500 words with an appropriate title. Revise and proofread your essay.

Your essay will be evaluated based on content and organization of ideas (Score: 12 ¼), language and style (Score: 12 ¼), tidiness and handwriting (Score: 3 ½)

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أسس التصحيح (تراعي تعليق الدروس والتوصيف المعدل للعام الدراسي 2016-2017 وحتى صدور المناهج المطورة)

A-

- 1- Women have witnessed more equality in gender roles. More women work outside home and men share more household tasks. Also, social rules have become more flexible and equity within the marital relationship has increased.
- 2- Scholars are challenged by theories on leadership that do not consider gender differences and by leadership studies that focus only on men. Moreover, scholars have to deal with contradictory data on leadership gender differences .While popular knowledge and women’s impressions refer to gender differences in leadership styles, practical studies show no differences.
- 3- Leadership is not clearly defined in the way it is popularly understood because traits of leaders are mixed up with the idea of effective leadership. Popular understanding is also shaped by the stereotyped ideas of gender roles in a society.
- 4- Higher education can be an effective tool for making a difference and enhancing gender equality in leadership.
- 5- a- “These” in paragraph 4 refers to terms used to define leaders.
b- "this" in paragraph 6 refers to the act of linking the local and the global.
c- “its” in paragraph 7 refers to higher education.

B-

- 1- To support the idea that there is no change in women’s representation in leadership roles, the writer uses statistics in the U.S such as only twenty three percent of American CEOs are women; few women reach the top ranks in academia; only sixteen percent are heads in U.S. colleges and universities.
- 2- The writer’s tone is optimistic/ hopeful. The writer mentions the “positive change” high education might bring and the “achievable” goals women can pursue. The writer adds that it is “possible” for women to examine their “strengths” and “advantages “to find their ways with “no glass ceiling” barrier.
- 3- Audience who might be interested in reading this selection include women leaders to explore gender discrimination in leadership, sociologists to make research and address gender inequality in the work place and educators to learn how to change perceptions about women leadership in society.

C- The traits of a leader favor male characteristics, not effectiveness, and women are negatively evaluated as leaders.

D-

- 1- Descriptions like he looks like a leader; he is presidential; he is charismatic and visionary, are used to describe leaders.
- 2- In the U.S., women represent sixteen percent of presidential posts in higher education.

E

Extract A is the correct part that completes paragraph 5.

Extract B is the correct part that completes paragraph 6.

F-

- 1- “equity” means justice and fairness.
- 2- “impact” means influence; affect.
- 3- “favor” means prefer; support.
- 4- “perceptions” means ways of understanding.